

ADEC Guiding Principles for Distance Learning

1. Design for active and effective learning.

Principle: Distance learning designs consider

- specific context
- needs, learning goals, and other characteristics of the learners
- nature of the content
- appropriate instructional strategies and technologies
- desired learning outcomes
- local learning environment

2. Support the needs of learners.

Principle: Distance learning opportunities are effectively and flexibly supported, including

- initial disclosure of information on the learning opportunities
- orientation to the process of learning at a distance, including use of technologies for learning
- site and tutorial support
- student advising and counseling
- provision of technical support and library and information services
- problem-solving assistance

3. Develop and maintain the technological and human infrastructure.

Principle: The provider of distance learning opportunities has both a technology plan and a human infrastructure to ensure that

- appropriate technical requirements are established
- compatibility needs are met
- technology at origination and receive sties are maintained to ensure technical quality
- learners and learning facilitators are supported in their use of these technologies
- partnering and collaboration are explored as appropriate

4. Sustain administrative and organizational commitment.

Principle: Distance education initiatives are sustained by an administrative commitment to quality distance education, as indicated by

- integration of distance education into the mission of the organization
- financial commitment to accommodate diverse distance learning needs
- faculty development and reward structures
- training to support learners, site facilitators, and technicians
- marketing and management structures to promote and sustain distance education
- cost-effectiveness reflected through best use of fiscal, technical, and human resources
- ongoing evaluation and research